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Alberta Cultural Heritage Conference recommendations.

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ALBERTA CULTURAL HERITAGE CONFERENCE

Recommendations

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GENERAL RECOMMENDATIONS

see also

1) Recommendation that all recommendations made at this conference be given recognition and careful consideration by the Government of Alberta. (Group 2, Recommendation 10)

2) That in developing and promoting multi-culturalism in Alberta, every effort be made to build upon the multi-cultural policy of the Government of Canada. (Group 11, Recommendation 6)

3) That the government make a formal committment to encourage multi-culturalism. (Group 14, Rec. 1)

4) That the Premier of Alberta kindly informs Albertans about his Government's Policy of multi-culturalism and also indicates the means of its implementation. (Group 15, Rec. 2)

5) That the Government of Alberta, along with ethnic, professional, religious, and service organizations, assume more responsibility for the continued wellbeing of immigrants coming to Alberta. (Group 6, Rec. 2)

6) That Indians of Canada be encouraged to preserve and develop their own indigenous cultural heritages and languages in their own way. (Group 11, Rec. 11)

7) See that complete information of this conference be sent out to all delegates and observers,(eg.) resolutions, plans, steps for implementation and discussion. (Unanimous) (Group 13, Resolution 8)

see also

8) We recommend that our groups' defenition of Canadian Citizen be given consideration:

> DEFINITION--A CITIZEN OF CANADA IS ONE WHO ACCEPTS ALL RIGHTS AND PRIVILIDGES AND RESPONSIBILITIES OF CITIZENSHIP BUT WHO MAY VOLUNTARILY SELECT A LIFE-STYLE WHICH INCORPORATES ASPECTS OF A CULTURAL HERITAGE PECULAR TO HIMSELF, WHICH IN NO WAY DIMINISHES HIS STATUS AS A CITIZEN AND FURTHER HE MAY BE JUSTIFIED IN EXPECTING THE RIGHT TO HIS CHOICE OF LIFE STYLE TO BE GUARANTEED BY CONSTITUTION AND PUBLIC SUPPORT. (Group 3, Rec. 2)

9) It is strongly urged that recommendation no. 7 of group 10's final recommendations be implemented with respect to publication of any and all reports from this conference.

10) It is recommended that further attention be given to the need for developing an adequate definition of the term "Ethnic".

11) It is recommended that continuing attention be given to the promotion of tolerance of all religious or cultural groups and the values they espouse, in efforts to assure recognition of the dignity and worth of all. (Group 10, Rec. 1,2,& 3)

12) Ethnic groups operating as Ethnic groups must justify continuity of existence by their ability to be self-supporting.

13) Canadianism will be the evolutionary integration of many individual cultures. (Group 4, Rec. 1 & 2)

see also

14) That this group wishes to record its appreciation of the presence and the services of the young hosts and hostesses who have so graciously assisted the delegates at every turn. (Group 11, Rec. 18)

15) We believe that the equation of the word "Ethnic" with immigrant, especially in the twentieth century, has given the word a derogatory connotation. We recommend that the term be retained because everybody has an ethnic background. In fact, ethnicity and respect for ethnicity is one of the chief characteristics which differentiates Canada from the United States. (Group 6, Rec. 7)

16) That the Government be commended on its acceptance of Multi-culturalism and be commended on its desire to find specifics so as to make Multi-culturalism work. (Group 15, Rec. 1)

DEPARTMENT OF EDUCATION

See also

I Curriculum

1) The formal Educational program of the Province should take into account the distinctive cultures within Canada--education textbooks--curricula in the Canadiana and folk arts fields--the development of Canada through its various people--which must include the cultural traditions of the Indian, Eskimo, and the immigrant from the various countries who have come to Canada from time to time. (Group 1, Rec. 2)

2) Developing self-expression in the folk arts at the Primary School level. (Group 1, Rec. 3)

3) In addition to production of pageants, concerts, etc., early initiation into the folk songs and dances of former parental homelands should become part of inter-arts programs. (Group 1, Rec. 4)

Dept. of Culture, Youth & Recreation

4) Inclusion of studies of the background and cultural heritage of all ethnic groups in the curricula of all our school systems. This should become an integral part of an ever-expanding area of Canadian studies. (Group 1, Part II, Rec. 2)

5) Study and usage of languages other than the official ones. Implementation of educational programs designed to inculate an appreciation for the intrinsic worth of every language as the core and principal carrier of a particular cultural heritage, and to remove any direct or indirect resistance to the study and use of these languages. (Group I, Part II, Rec. 1A)

see also

6) Continuation and expansion of the teaching of the non-official languages throughout our educational system where a demonstrable demand for it exists. (Group 1, Part II, Rec. 1B)

7) Full recognition and accreditation within the total educational system and its institutions to the study of a language other than the official ones on an absolute par with the official ones. (Group I, Part II, Rec. 1c)

8) Inauguration and facilitation of courses of language study outside the recognized school systems for those interested: young people not in regular attendance at school, or adults. (Group 1, Part II Rec 1E)

9) Revamp existing social studies curriculum in schools to reflect cultural background of the Canadian Mosaic, with emphasis on the local peoples. (Group 5, Rec. 6)

10) We recommend that the Department of Education cause a review and revision of the social studies course at the secondary level, such that in accuracies and misconceptions concerning Ethno Cultural groups be corrected. (Example: Ukrainians in the Soviet Union being considered Russians). (Group 3, Rec. 6)

11) Because of the lack of self-pride resulting from the alienation which frequently emerges between immigrants and their children and subsequent generations, we recommend that educational institutions (with the co-operation of various ethnic groups) teach languages at the pre-school level and provide

MEDIA & Communication

see also

content on the peoples of Canada in textbooks and teaching materials, expecially at the elementary school level. We further recommend that the communication media in co-operation with the various ethnic groups familiarize children with the Multicultural nature of Canadian Society. (Group 6, Rec. 9)

12) We recommend that more multi-cultural content should be included in Social Studies books and in the approach of individual teachers both at the primary and secondary level. (Group 3, Rec. 7)

13) That language classes taken outside of school curricula be duly recognized in report cards. (Group 8, Rec. 2)

14) That the Provincial Department of Education with the assistance of the Cultural groups concerned develop language and social studies curricula for use in the elementary and secondary school levels where the language of instruction is other than French or English. (Group 8, Rec. 4)

Dept. Culture, Youth & Recreation

15) That in the spirit of Multi-culturalism:
a) A course on "Cultures" of Alberta be made compulsory for all students in teacher training at the Universities of Alberta; and

b) A parallel course be set up by the Curriculum Department of the Department of Education for Elementary and Secondary students of Alberta.

Dept. of Advanced Education

16) Where there is sufficient demand in a community, any language, for which an insturctor can be obtained, should qualify for the school system's second language. (Group 8, Rec. 1)

see also

17) Preservation and Development of Native Languages

a) Increase number of native teachers over period of time. Dept. Of Advanced Education

b) Use of native speakers in schools-- and as school aides.

c) Establish a Department of Native Languages in universities.

d) Development of teaching materials by Department of Education.

e) Adjustment in standard of curriculum to provide a truer and better image of native peoples. (Group 9, Page 3)

18) That the legislation which was passed allowing for school instruction to take place in languages other than English be given a working set of regulations by the Department of Education such that the Act might be put into effect and be promoted throughout the Province. (Group 9, Page 3)

19) Curriculum advisory boards representative of various cultural groups to facilitate development of courses and programs in language and related cultures. (Group 10, Rec. 3)

20) Priority be given to preparation of materials which present an accurate picture of the Cultural Heritage of Ethnic or Religious group, by persons competent to do this in an effective and acceptable manner. (Group 10, Rec. 4)

see also

21) Increased scope of educational opportunities be encouraged to facilitate pursuit of ethnic or cultural studies or other topics of special concern in schools and post-secondary institutions. (Group 10, Rec. 14)

22) That the Ethnic Languages be offered in the schools at the earliest possible level. (Group 11, Rec. 1)

23) That there be a clear statement of Department of Education policy in support of minority language group instruction where desired and feasible. (Group 11, Rec. 7)

24) There should be instituted into school curriculum and content Multi-cultural, Ethical and other values as contributions toward Alberta's broad heritage. (Example: Canadian Song Book) (Group 12, Rec. B)

25) Language and Culture must have the earliest possible exposure in order to gain a respectable and natural status in our society. Therefore, there should be pre-school, elementary and secondary school opportunities for desired languages and culture programs:

a) Allow the parent or child to choose the language.

b) Volunteer aids that converse in the language. (Group 12, Rec. A)

see also

Recommendation that the Government of Alberta subsidize the translation or importation of minority culture books of particular interest for the enjoyment of all Canadians. This would allow some of the cultures which are dying in their homeland through repression, to be kept alive in this country.

Dept. of Culture, Youth & Recreation C-Libraries

26) Where community centres or other suitable facilities are not available, the provincial government encourage the local school board to allow various cultural groups the free use of school premises after school hours. (Unanimously approved) (Group 13, Resolution 3)

27) Because we believe that a culture cannot remain alive unless its language survives, we move that the government should encourage by all means possible, where it is practical and where sufficient demand exists the teaching of minority languages and the instructional teaching in minority languages. Areas in which the government should help are: kindergarten (pre-school), elementary shcool, secondary school, university and smaller private groups where school teaching is impractical. The Government should also assist by helping in the publication and distribution of books in minority languages. (unanimously approved)

Steps for implementation:

a) exchange programs for teachers

b) subsidaization of language teacher training

c) dissemination of information regarding rights and privileges of minority groups

d) encourage and assist cultural groups to initiate language teaching on a voluntary basis

e) re-distribution of students in sufficient concentrations for the teaching of language classes (Group 13, Resolution 1)

see also

28) That the Department of Education should set up a committee whose purpose will be to introduce arts, crafts and performing arts of all minority groups and cultures into the school curriculum. (Unanimously approved)

Steps for implementation:

a) establishment of a committee

(Group 13, Resolution 2)

29) Arrangement or such provision, as may be necessary, be introduced so that persons who have competency in areas pertaining to languages and cultures may make a significant contribution to student learning in these areas. (Group 10, Rec. 12)

II Teacher Education

1) Teacher Education Programs provide for broad knowledge and understanding of the various cultures that comprise Canadian Society. (Group 10, Rec. 1)

2) Increased attention be given to development of programs for teachers that will include specialization in languages and related cultures especially at graduate levels. (Group 10, Rec. 2)

3) Teacher exchanges. (Group 9, Teacher Training, Rec. 1)

see also

4) Offer partial certification to teachers who speak a language other that English but who are qualified as teachers under the system of their native area. (Group 9, Teacher Training, Rec. 2)

5) To encourage a unique training and certification programs to native people to allow and encourage the teaching of native languages and cultures. (Group 9, Teacher Training, Rec. 3)

6) That teacher education facilities should develop competent teachers in the Ethnic areas. (Group 11, Rec. 3)

III Financial Assistance

1) In recognition of the instant skills and professions brought to Canada by immigrants, at no cost to the Canadian tax payer, the Provincial Government should consider its duty to assist financially on a per-child basis, part-time non-credit courses, in languages spoken by these immigrants. (Group 3, Rec. 5)

2) Financial support for non-profit, private or parochial schools specifically devoted to instruction in non-official languages. This would apply to schools of this nature operated by bona fide cultural organizations. (Group 1, Rec. f)

see also

3) Communities may locate an instructor, design a course in language and/or culture, find a facility, then make a submission to the Government for a supporting grant for the instruction. (Group 8, Rec. 2)

4) That incentive grants to school boards for instruction in minority languages, not overlooking existing Federal Multi-cultural grants, be offered. (Group 11, Rec. 9)

5) That competent resource persons be sought out and approached to undertake research resulting in the development of "Instructional Kits". (Group 11, Rec. 10)

6) There should be more balanced budget distribution with respect to financial assistance to various cultural groups which are supported by community desires, for inclusion in the school program. (Group 12, Rec. G)

7) There should be support grants "per pupil basis" to privately operated language programs operating outside of school hours. (Group 12, Rec. 4)

8) That the government consider the giving of incentive support to private "Ethno-cultural" organizations and their programs, (Example: weekend or Saturday schools). (Group 11, Rec. 17)

see also

IV Extension Services

1) That recruiting, training, and dispatching of minority language experts to travel into areas where instruction is required to be undertaken. The preparation and use of instructional multi-media kits are a necessary concomitant. (Group 11, Rec. 8)

2) Where there is a restricted number of minority-speaking people, Saturday class outside of the s school system should be optional. (Group 9, Rec 1)

3) That audio-visual facilities and technicians be made available to provide good quality instructional assistance in language and culture particularly where qualified teachers are not available for smaller ethnic groups. (Group 8, Rec. 1)

4) English Language Training for new immigrants

a) A need for training in technical languages following the learning of basic English.

b) Full knowledge of cultural patterns need to be present before drawing up a course design.

c) More continuous training for new immigrants. (Group 9, page 2)

see also

V Education Materials & Aids

1) Government of Alberta to (a) aid the audio-visual communications media to provide programs which show the history of each cultural group in Canada and their contributions to the development of the Canadian way of life (b) provide funds to the Department of Education to produce radio and television language instruction, historical and cultural programs in languages of ethno-cultural groups for use at the elementary and secondary school levels. (Group 19, Rec. 3)

2) The short supply of school instructors in the fields of folk arts could be augmented by greater development and use of facilities and equipment such as portable video tape units, film and class-room TV. (Group 1, Rec. 5)

3) Assistance in the production, provision and maintenance of essential teaching materials and aids: textbooks, language laboratory facilities, film-strips, films, recordings, tapes, etc. (Group 1, Part II, Rec. D)

4) Boards or committees of specialists representing a broad spectrum of cultures be established to peruse and approve accuracy of information contained in manuscript of textbooks and other reference materials (Media Productions, etc. (Group 10, Rec. 7)

see also

5) Task forces established to build collections of resource materials for schools and media use; inexpensive materials (slides, tapes, lists of resource people etc.) (Group 18, Rec. 1)

6) Resource Center established to maintain and expand the resource materials including files on resource people, films, books, slides, tapes etc. (Group 18, Rec. 2)

7) That vigorous effort be made to develop an adequate supply of ethnic curriculum materials. (Group 11, Rec. 2)

8) Support be given to setting up ethno-cultural study centers in various parts of the province. (Group 10, Rec. 15)

9) In order to prevent the wastage of human resource potential because of indifference on the part of the host society toward the adjustment problems (Example: employment, re-training, exploitation, etc.) which the newcomers frequently face, we recommend that the Government of Alberta co-operate with the Government of Canada in every way possible in the establishment of Canadian ethnic studies (research) centres as proposed in program "IV" of the Federal Government's Multi-cultural Policy. (Group 6, Rec. 8)

Dept. of Federal and Intergov't Affairs

see also

10) We move that Canadian history and various cultural contributions to Canadian lifestyle take priority in the content and authorship of textbooks. (Group 13, Resolution 5)

VI Research

1) That research into novel methods of language instruction be undertaken. (Group 2, Rec. 4)

2) That the Government of Alberta provide adequate funds for the continuation of the only research centre for Canadian Ethnic studies dealing with all aspects of "Canadiana Ethnica", and their publications, archives, and their educational extension work, as it now exists at the University of Calgary and as it might exist in Edmonton. (Group 11, Rec. 14)

Dept. of Culture, Youth and Recreation

MASS MEDIA

see also

I Media Workshop

1) - Instruction in effective use of media for ethnic groups.
-
- Awareness of ethnic groups for media personnel.

- Existing resources of private sector and of Department of Culture, Youth and Recreation to be used.

- Co-ordination with existing educational and archival resources.

- Selection and advanced education of talented persons for media.

- General raising of quality of productions.

(Group 19, Rec. 2a)

II Publicity

1) Publicity through extended public broadcast media coverage (example, making CKUA-type ethnic programming more widely available throughout the Province.)
(Example, improved local and provincial coverage by the newspaper). (Group 19, Rec. 2c)

2) Recommendation for "Cultural Reporters" to be established for each major Alberta newspaper. (Group 2, Rec. 8)

3) Because of the lack of self-pride resulting from the alienation which frequently emerges between immigrants and their children and subsequent generations, we recommend that educational institutions (with the co-operation of various ethnic groups) teach languages at the pre-school

Dept. of Education

see also

level and provide content on the peoples of Canada in textbooks and teaching materials, especially at the Elementary school level. We further recommend that the communication media in co-operation with the various ethnic groups familiarize children with the multi-cultural nature of Canadian society. (Group 6, Rec. 9)

III Promotion of Culture

1) Encouragement be given to the use of television and other media to facilitate learning of languages and about cultures. (Group 10, Rec. 13)

2) Mass Media should be used to share our heritage.

3) Build media programs on local contributions of cultural groups, arts and drama, unique world contributions, commonalities, life styles and temperments and language instruction. (Group 18, Rec. 4)

IV Media Centres

1) Recommend that committee should study means of accumulation, distribution and display of ethno-cultural media, materials and information on a province-wide basis. (Group 19, Rec. 5)

V Programming

1) Appropriate time and resources should be allocated for regular multi-cultural programming via press, radio, television. (Group 5, Rec. 5)

see also

2) Encourage the governments to support all media by sponsorship for ongoing coverage of cultural heritages and events. Specifically we direct the Provincial Government to find ways and means to maintain the operation of CKUA and to increase the time allotted to ethnic programs. (Group 3, Rec. 1b)

Department of Culture, Youth and Recreation

3) Recommendation that the Southam Press be informed of the extremely inadequate coverage by the Edmonton Journal of this important cultural heritage conference held in the City of Edmonton on June 16 - 17 - & 18, which we feel is of paramount importance in the future life os all Albertans. (Group 2, Rec. 12)

VI General

1) Whereas radio station CKUA is rendering a unique service to the various ethno-cultural communities, we encourage the Government of Alberta to maintain radio station CKUA and in this process promote and advance more ethno-cultural programs.. (Group 1)

2) It is our belief and strong desire that the guided effort be made towards the changing images. This should be done through media like, CKUA, MEETA, Social Studies in Schools, Ethnic Studies Institutes, etc. Also recognition is made of the need to train educators who will have the cultural knowledge required to teach Ethnic Cultures, and all law enforcement personnel who have direct and indirect dealings with the public at large. Related to this is the requirement for government to designate one person in the Department of Education who possesses the teaching experience and knowledge of specific Ethno-cultural groups, to serve as a resources person on whom the group can rely for assistance and guidance in the development of their cultural programs. (Group 17, Rec. 2)

DEPARTMENT OF CULTURE, YOUTH & RECREATION

see also

1) We urge the Minister of Culture, Youth and Recreation to take appropriate action with municipalities to effect exemption of property or other forms of taxation for bona fide cultural societies. (Group 1)

2) The Ministry of Culture (SIC) should have more funds with a priority reconsideration. (Group 18, Rec. 1)

I Indian Culture

1) We recommend that the Department of Youth, Culture, and Recreation meet with representatives of all Indian language groups (through the All Chiefs Conference) to ensure greater attention to all aspects of indian language and culture. Since there is no other "Mother Country" for Indian Peoples to refer to, we regard this as being particularly important to multi-culturalism in Alberta; otherwise these languages will be lost. (Group 19, Rec. 6)

2) We support the Government's action to preserve the heritage, rituals, language and religions of Native peoples of our land. (Unanimous)

Steps for Implementation:

a) This information be made available for university studies. (Group 13, Resolution 11)

II Grants

1) We propose that grants be made available specifically for cultural development and cultural diffusion to all cultural groups. (Unanimous)

see also

Steps for Implementation:

a) Various cultural groups made aware of government assistance available

b) Providing application forms to cultural groups

c) Co-operation through provincial folk arts council

(Group 13, Resolution 7)

III Cultural Development

1) The Province further develop an atmosphere which will facilitate and encourage the preservation of the many cultural communities in Alberta; and through them, their many forms of arts as well as their languages; both within the school program and otherwise. (Group 1, Rec. 1)

2) The encouragement, through awards and otherwise, of works in music, playwriting, choreography, creative writing, and the visual arts and crafts in the field of folk arts. (Group 1, Rec.9)

3) Within the overall folk arts program, a program of cultural exchanges within the province; inter-provincially; and inter-nationally. (Group 1, Rec. 7)

4) Outlets such as festivals, tours, etc., as well as proper community facilities should be developed to encourage performances by the cultural groups. (Group 1, Rec. 6)

see also

5) Handicraft classes, workshops, displays and exhibits. (Group 1, Rec. 13)

6) Instruction in traditional ethnic cookery. (Group 1, Rec. 14)

7) Assistance to folk-dancing schools, workshops, troupes and performing groups. (Group 1, Rec. 5)

8) Training of choral and orchestral conductors. (Group 1, Rec. 6)

9) Promotion of stage presentations of this nature: musical, operatic, dramatic, etc., whether local or touring productions, and Chautauqua (Film West brief; page 2-14, Addition to Supplement) (Group 1, Rec. 7)

10) Youth and student exchanges in the interest of intercultural knowledge understanding. (Group 1, Rec. 15)

12) Encouragement of new achievements along ethnocultural lines in all art forms. (Group 1, Rec. 16)

13) Recommendation that approaches to private industry be made in support of cultural activities.. (Group 2, Rec. 7)

see also

14) Recommendation that all Government of Alberta Cultural activities include all Cultural groups, regardless of size. (Group 2, Rec. 3)

15) Donation of 65 acres of land in the Red Deer area for a Cultural Heritage park. (Group 2, Rec.1)

16) Recommendation that this type of Cultural Heritage Conference continue to be held, possibly on an annual basis, with more involvement by youth. (Group 2, Rec. 9)

17) We recommend as a taking-off point that continued efforts be made in defining the terms:

a) Ethnic
b) Nation
c) Minority
d) Majority
e) Cultural
f) National

Because after long deliberation, our group is still confused. (Group 3, Rec. 3)

18) Because we need greater opportunity to give concrete reality to the concept of multiculturalism by using the ancestral roots of our various peoples to produce contemporary art, music, drama, etc., as exemplified at the conference at Thunder Bay in September, 1971, we recommend that responsibility for this be assumed by the Cultural Development Branch of the Department of Culture, Youth & Recreation, in co-operation with the various ethnic and other cultural organizations in the province.

see also

19) We do not favor ghettoizing, but we recognize that effective Multi-culturalism may involve the sharing of some customs, habits, and experiences with some people in the community, and not necessarily with others. (Group 6, Rec. 11)

20) Student ethnic exchanges through all age levels of children and adolescents. (Group 9, Rec. 6)

21) Cultural Heritage Festivals sponsored by Provincial Government. Encouragement should be given to teachers, writers, creative artists and musicians so as to portray various cultures. (Group 10, Rec. 8)

22) A provincial equivalent of Canada Council be established to encourage and support Alberta artists and researchers in the humanities. (Group 10, Rec. 9)

23) Field trips and exchanges between cultural groups within communities be encouraged so as to draw upon resources available locally. (Group 10, Rec. 10)

24) Encouragement be given to the retention and integration of various cultures in the process of formation of the greater Canadian culture. (This does not imply assimilation.) (Group 10, Rec. 11)

25) That multi-cultural eisteddfod (or festivals) (Asat Llangollen, Wales) for Alberta be scheduled. (Group 11, Rec. 5)

see also

26) That youth camp and interprovincial exchange programs be utilized for the promotion of mutual inter-ethnic understanding. (Group 11, Rec. 12)

27) That a training program for the preparation of people for leadershio roles in fostering inter-ethnic exchanges be developed. (Group 11, Rec. 13)

28) To encourage all groups to co-operate among themselves and with the Government in the promotion of cultural and multi-cultural activities as part of our Canadian Heritage. (Group 15, Rec. 9)

29) That the government take into consideration the establishment of a multi-cultural park which would reflect some aspects of various cultural heritages as a tourist attraction. (Group 15, Rec. 10)

30) In addition to production of pageants, concerts, etc., early initiation into the folk songs and dances of former parental homelands should become part of inter-arts programs. (Group 1, Rec. 4)

Dept. of Education

31) We recommend as a taking-off point that continued efforts be made in defining the terms:

a) Ethnic
b) Nation
c) Minority
d) Majority
e) Cultural
f) National

because after long deliberation, our group is still confused. (Group 3, Rec. 3)

see also

32) The government should act as central registry with respect to the receipt and distribution of information (Cultural displays and activities) relevant to various cultural groups. (Example: office of protocol Department of Culture, Youth and Recreation. (Group 13, Resolution 10)

Protocol Office

33) That the Provincial Department of Education with the assistance of the Cultural groups concerned develop language and social studies curricula for use in the elementary and secondary school levels where the language of instruction is other than French or English. (Group 8, Rec. 4)

Dept. of Education

34) That the Government of Alberta provide adequate funds for the continuation of the only research centre for Canadian Ethnic studies dealing with all aspects of "Canadiana Ethnica", and their publications, Archives, and their educational extension work, as it now exists at the University of Calgary and as it might exist in Edmonton. (Group 11, Rec. 14)

Dept. of Education

35) In addition to the existing federal program, the Provincial government should establish, in co-operation with existing cultural groups, appropriate counselling services for newly arrived immigrants; better co-ordination of existing governmental services on all levels. Appropriate government departments should investigate and implement evaluation of educational, professional and trades qualifications, to avoid the waste of human resources. (Group 5, Rec. 3)

Dept. of Federal & Intergovt' Affairs

see also

36) Provincial Government should subsidise selected cultural activities of smaller cultural groups on a temporary basis and promote and sustain multi-cultural research. (Group 5, Rec. 4)

37) Appropriate time and resources should be al- socated for regular multi-cultural programming via press, radio, television. (Group 5, Rec. 5) Mass Media

38) We recommend as a solution to the problem of drawing out ethnic groups into the larger community of Alberta and Canada, and in order to de-emphasize physical resources and re-emphasize concentration on human relations that:

a) Individual groups be encouraged to share their culture with the larger communities by:
(i) Advocacy of "Live-In-Other-Home" programs for adults as well as children.

(ii) Food-fairs - international food nights- specific ethnic involvement (Example: UCF International Smorgosborg)

(iii) Intercultural activities, cross fertilization through music, arts and film festivals, which promote understanding at an individual level.

b) Encourage the governments to support all media by sponsorship for ongoing coverage of cultural heritages and events. Specifically we direct the provincial government to find ways and means to maintain the operation of C.K.U.A. and to increase the time allotted to ethnic programs. (Group 3, Rec. 1A & 1B) Mass Media

see also

39) We urge the Minister of Culture, Youth and Recreation and the Government of Alberta to exempt bona fide charitable organizations from payment of lottery tax as proposed by the amendment to The Amusements Act, 1971. (Group 1)

40) Production and presentation of radio and television programs. (Group 1, Rec. 9)

41) Production of records, tapes, slides, filmclips and films on topics related to the ethnic cultures--especially historical background and anecdotes. (Group 1, Rec. 10)

42) Microfilming of essential information relative to the ethnic groups and their contribution to the growth and development of Alberta. (Group 1, Rec 11)

43) People within the various cultures be encouraged to provide insights (through speaking, writing, art, dancing, etc. - capured by various media) so as to preserve elements of their cultural heritage. (Group 10, Rec. 5)

44) That more typewriters in Canada be able to type in both English and French. The press should be able to use the correct type set for names and foreign words. (Group 9, Rec. 8)

see also

A. Cultural Centres & Facilities

1) We urge that the Alberta Government supply financial assistance for the erection of cultural centre complexes (City of Edmonton brief; page 74-75 Briefs) (And that a copy of this resolution, if passed, be sent to Edmonton City Council). (Group 1)

2) Recommendation for the Government to undertake a feasability study of the two proposed cultural centres (Calgary and Edmonton) as well as planning for other Alberta areas that are interested. Possibly to utilize an advisory council of one representative from all cultural groups. (Group 2, Rec. 2)

3) That a facility be established, which has continuity and where information and social services could be provided, through the co-ordination of all levels of government and all cultural groups within the province. (Group 6, Rec. 1)

4) That rather than developing one large multi-cultural centre, that public assistance be given to groups to utilize existing facilities public and private). (Group 14, Rec. 7)

5) That the government build multi-cultural centers in places indicated by the advisory council. (Group 15, Rec. 4)

ALTERNATIVE: School, college, and other educational facilities could be used for cultural activities until multi-cultural centers are available. (Group 15, Rec. 5)

see also

6) That the government provide interest-free loans to ethno-cultural groups for the development of facilities for specific needs of the group. (Group 15, Rec. 6)

7) That, with the help of the Provincial Government, communication within the different cultural groups by way of multi-lingual programs should be provided on separate multi-lingual radio and television stations. Radio CKUA and other stations should provide more programs in the English language informing about various components of Alberta's cultural mosaic. The facilities of radio CKUA should be extended to all of Alberta. (Group 15, Rec. 7) Mass Media

8) The long range objective should be to establish an international cultural centre, with smaller sub-centres in appropriate locations. With immediate effect, however, effort should be made for maximum utilisation of existing facilities, (Example: schools, universities, museums, libraries, community halls.) A directory of cultural groups should be made available to the public. (Group 5, Rec. 2)

9) Recommendation that the government and city auditoriums and conference facilities be made available to the public at a nominal cost. (Example: schools and school equipment, museum auditoriums etc.) or possibly assist financial cultural and other related groups in renting these facilities. (Group 2, Rec. 6)

see also

B. Publication

1) That at least a quarterly newsletter covering the implementation of policies, projects and aims of multi-culturalism be published regularly by the Department of Culture, Youth and Recreation. (Group 8, Rec. 8)

2) Encouragement be given to establishing journals which would become vehicles for Alberta writers and artists. Provision of advice of "technical" experts should be arranged to facilitate the work of beginners or non-professionals. (Group 10, Rec. 6)

3) Publication of informative materials relating to the various ethnic cultures: history, music, fold-lore, customs, traditions, ceremonial observances, religious values. (Group 1, Rec. 4)

4) -Exchange of ethnic publications and cultural functions

-Translation and abstraction service

-Publication of a revue journal with abstracts in the official language and extended articles in ethnic languages (latter to interested persons)

Group 19, Rec. 2B)

see also

5) More effective and efficient communication between and among all cultural groups and all levels of government. (Unanimous - one abstainer)

Steps for Implementation:

a) Greater use of local newspapers (Example: Edmonton & Calgary).

b) Establishment of an intercultural bulletin.

(Group 13, Resolution 12)

C. Libraries

1) The development of Libraries housing books and other materials presenting the literature, drama, folklore, music, arts and crafts, language and cultural history of Alberta's ethnocultural groups in as many languages as demand will warrant. (Group 1, Rec. 8)

2) That multi-cultural library facilities be contralized within communities and expanded to include books, films, and other materials in different languages which could be used for the preservation of the different cultures existing in Alberta, and for the information of all interested citizens. (Group 15, Rec. 8)

3) Translate more of the literature of other, including smaller, nations into English and/or French to be available for the children and adults of Alberta and available in public and school libraries. (Group 9, Rec. 5)

see also

4) Books be available in various languages in libraries in the larger centres (Edmonton and Calgary) but to be available for distribution to other libraries throughout the Province. (Group 9, Rec. 4)

5) Recommendation that the Government of Alberta subsidize the translation or importation of minority culture books of particular interest for the enjoyment of all Canadians. This would allow some of the cultures which are dying in their homeland through repression, to be kept alive in this country. (Group 2, Rec. 5)

Dept. Of Education

D. Advisory Council

1) We propose the establishment of a co-ordinating advisory group to assist new immigrants by supplying aid and information and advising governments on cultural and linguistic matters. (Group 3, Rec. 4)

2) A representative advisory board to the Ministry should be established immediately for policy advice and financial priority setting. (Group 18, Rec. 1)

3) Representatives from cultures, elected by group and department of Culture, Youth and Recreation, with additional resource persons appointed and co-ordination persons appointed, as a working group.

General Purpose - To work toward assisting a new society in developing a "living together in Canadian Mosaic in Media".

see also

Specific Tasks - Defining, studying and implementing solutions to problems raised.

- Clearing house for information

- Make existing resources available

- Searching out major ethnic group problems.

These are continuing tasks of a permanent body. (Group 19, Rec. 1)

4) That the government establish an inter-ethnic advisory committee. (Group 11, Rec. 16)

5) There should be established a citizen multi-cultural advisory group to the Department of Culture, Youth and Recreation. (Group 12, Rec. F)

6) A Provincial association of ethnic groups for the purpose of co-ordinating ethnic festivals, arts and crafts, and other culturally-related events. (Group 9, Rec. 7)

7) Because of a lack of interest in the past at all levels of government to become involved in inter-cultural activities and in order that there be more co-operation and increased communication among ethnic groups, we recommend that a multi-cultural advisory council be formed to assist the Government of Alberta and that a multi-cultural centre be established through the co-operation of the Municipal, Provincial and Federal governments and with the assistance of the various cultural groups. (Group 6, Rec. 6)

see also

8) That within the framework of the multi-cultural council a board of appeal be constituted to hear objections in respect to dissimination of "information" offensive to ethno-cultural groups and advise the Minister concerned of their findings. (Group 8, Rec. 10)

9) That a relatively small multi-cultural council be permanently established to serve as a link between the various cultural groups and the Provincial Government subject to the following conditions:

a) Council membership be rotating;

b) Consisting of eleven members, including chairman;

c) That a permanent paid position of executive secretary be established who would be responsible to Council;

d) That five of the council members be appointed by the Government and six be elected by operative cultural groups within each ethnic group;

e) That the role of the council be the promotion of multi-culturalism and resolution of related problems. (Group 8, Rec. 3)

10) We propose the establishment of a co-ordinating advisory group to assist new immigrants by supplying aid and information and advising governments on cultural and linguistic matters. (Group 3, Rec. 4)

see also

14) That the government establish an ethno-cultural advisory council and that such advisory council help provide information and knowledge to the government on all aspects of culture in Alberta so that policies on cultural development by the government can be evolved - keeping in view the aspirations of all the people of Alberta. (Group 15, Rec. 3)

15) That the Premier of Alberta appoints members of this advisory council from the delegates chosen by each ethno-cultural group. (Group 15, Rec. 4)

16) A consultative body, comprised of elected representatives of all cultural groups, with a view to influencing the government's cultural policy, should be formed. (Group 5, Rec. 1)

E. PMAA - Provincial Museum & Archives of Alberta

1) Retention of cultural artifacts and archives in museums and libraries.

a) Provision of space for these purposes either in existing facilities or in new ones expressly built for the purpose.

b) Assistance in the search for and purchasing of authentic artifacts and archives. (Group

(Group 1, Rec. 3)

see also

11) To support the concept of Evolutionary Integration we recommend the formation of an Alberta advisory council consisting of one representative from each individual culture and representatives of the Government to:

a) Create and maintain communication between individual cultural groups and the government.

b) Develop and support cultural programs of wide popular appeal.

c) Introduce a comprehensive information program to new Canadians before and after arrival in Alberta

-Language, employment, re-location, economic conditions, acceptability of trade and professional qualifications.

Group 4, Rec. 3)

12) That an advisory council to the Provincial Government be created to act as a liaison among the public, the government and cultural groups. (Group 14, Rec. 2)

13) That a research organization for cultural affairs be created which would undertake applied studies at the initiation of the advisory council. (Group 14, Rec. 3)

see also

2) That increased financial support be given to local museums to document the history of their areas and to collect and maintain representative artifacts. (Group 14, Rec. 5)

3) That Provincial Government agencies be charged with the responsibility of identifying, preserving and documenting burial grounds which have been abandoned. (Group 14, Rec. 6)

4) That increased financial support be given to preserve and develop historic sites, buildings, and wilderness areas. (Group 14, Rec. 4)

DEPARTMENT OF TOURISM

see also

1) Adoption within the province of place names having an ethno-cultural significance. Names selected should have either historical or literary implications for a specific group or they should proclaim some aspect of the contribution a particular group has made to the development of Alberta. There could be an appropriate expansion of the minimally-used program of tourist oriented signs with the latter intention in mind. (Group 1, Rec. 12)

2) That increased financial support be given to preserve and develop historic sites, buildings, and wilderness areas. (Group 14, Rec. 4)

Dept. of Culture, Youth & Recreation Provincial Museums and Archives

ALBERTA LIQUOR CONTROL BOARD

see also

1) Recommendation that, because of the diversity of Alberta culture, the liquor laws (considered both restrictive and rigid) should be relaxed accordingly. (Group 2, Rec. 4)

DEPARTMENT OF LABOUR

see also

1) That the Government of the Province of Alberta establish a board of appeal to hear grievances relating to accreditation of tradesmen and professionals coming from abroad. (Group 8, Rec. 9)

PROTOCOL OFFICE

see also

1) It is desirable that information concerning visiting dignatories be communicated to the appropriate cultural group(s). (Unanimous)

Steps for Implementation:

a) office of protocol

b) the cultural group is responsible for providing the office of Protocol with the necessary information (Example: addresses, executives).

(Group 13, Resolution 9)

2) The government should act as central registry with respect to the receipt and distribution of information (cultural displays and activities) relevant to various cultural groups. (Example: office of protocol) Department of Culture, Youth & Recreation. (Group 13, Resolution 10)

Dept. of Culture, Youth and Recreation

HUMAN RIGHTS COMMISSION

see also

I Legislation Regarding Discrimination

1) It is our belief and strong desire that the Individual Rights Protection Act and the Alberta Bill of Rights should contain:

- Not only a positive statement of basic rights of human beings and ethno-cultural groups;
- Not only assurances of the same conditions for the right to vote and stand for election to public office for all native and naturalized citizens of Canada regardless of their Country or Origin;
- Not only a guarantee of a natural right of existence, freedom of development and freedom of fostering of language and cultural identity of every ethnic group;
- But also an unequivocal prohibition of any kind of discrimination, irrespective of its form or camouflage;
- Further that no one beyond a certain age should live in or be educated under a compulsory system of segregation or integration.

To make sure that such a bill will not remain a beautiful but empty document only, and will not remain divorced from life and reality, a permanent administrator of it should be appointed and furnished with the appropriate powers. In discharging his duties, consultation and advice of the Ethno-cultural Advisory Council shall be sought. (Group 17, Rec. 1)

2) The new Alberta Bill of Rights should include the right of every individual in Alberta to the pursuit of his cultural identity and language. (Group 16, Rec. 1)

see also

3) It is the opinion of the body that there are certain acts of Legislation which discriminate against Canadians of different origins or give privileges to certain other groups and we recommend that a search be made for these particular acts by the Government so that they can be eliminated. (Group 16, Rec. 2)

4) That all of the Cultural components of the community be represented on all boards and institutions involved in cultural retention and development. (Group 16, Rec. 3)

DEPARTMENT OF FEDERAL AND INTERGOVERNMENTAL AFFAIRS

see also

I Bilingualism and Biculturalism

1) For the sake of harmony and national unity we move that the provincial policy respect the federal policy on bilingualism and multiculturalism. In no way should this remove any rights or privileges in any smaller minority groups in Canada, for ex. English-German, English-Ukrainian, English-Danish. (Majority resolution with 3 abstainers) (Group 13, Resolution 4)

II Tariff

1) Recommendation that the Government of Alberta approach the Government of Canada to investigate the matter of tariff charges on items imported for cultural and educational use by registered non-profit or charitable organizations, Provincial or Federal (EG. Multi-cultural costumes and artifacts), which are designed to enrich the life of Albertans. (Group 2, Rec. 11)

III Immigration and Citizenship

1) That the Government of Alberta make representation to the Government of Canada that contemplated changes in the citizenship act permit all landed immigrants (including British Subjects) to receive their Canadian Citizenship after a period of three years of residence in Canada. (Group 6, Rec. 4)

2) That the Government of Alberta make representation to the Government of Canada to make such changes as may be necessary in the citizenship and immigration act to allow an individual to acquire Canadian Citizenship by swearing allegiance only to the Canadian Flag, the Canadian Constitution and the Canadian Bill of Rights. (Group 6, Rec. 5)

see also

3) We recommend that the Provincial Government convey to the Federal Government the suspicions felt by some minority groups that there is discrimination in the granting of landed immigrant visas. It is felt that the citizens of certain countries have a greater advantage due to,(for example, Historical associations, racial or socio-cultural characteristics.) Such practices in the INTERPRETATION of immigration laws cannot fail to tarnish the world image of Canada. (Group 17, Rec. 3)

4) In order to prevent the wastage of human resource potential because of indifference on the part of the host society toward the adjustment problems (Example, employment, re-training, exploitation, etc.) which the newcomers frequently face, we recommend that the Government of Alberta Co-operate with the Government of Canada in every way possible in the establishment of Canadian ethnic studies (Research) centres as proposed in program "IV" of the Federal Government's multi-cultural policy. (Group 6, Rec. 8)

5) We recommend that the Government of Alberta co-operate with the Government of Canada in providing increased and more effective orientation services to immigrants. (Group 6, Rec. 10)

6) In addition to the existing federal program, the Provincial Government should establish, in co-operation with existing cultural groups, appropriate counselling services for newly arrived immigrants - better co-ordination of existing governmental services on all levels. Appropriate government departments should investigate and implement evaluation of educational, professional and trades qualifications, to avoid the waste of human resources. (Group 5, Rec. 5)

Dept of Culture, Youth and Recreation

see also

IV CRTC - Canadian Radio & Television Commission

1)- That CRTC be asked to require all radio stations must devote 10% of their time to local programming with emphasis on ethnic groups.

- Change of regulations in favor of cultural broadcast stations.

- Change of regulations regarding Canadian content to foster local productions and ethnic programming.

- Aim toward greater decentralization of broadcast production. (Group 19, Rec. 4)

DEPARTMENT OF ADVANCED EDUCATION

see also

I. Language Programs

1) That the provincial government should strongly encourage the University of Alberta to establish masters program in proper departments for teachers of other minority languages and cultures (eg) Ukrainian, German (Unanimous)

Steps for Implementation:

a) Communication with various cultural groups with respect to the need they may have for advanced training in their particular language. (Group 13, Resolution 6)

2) That the Department of Advanced Education in consultation with the Universities in Alberta establish methods courses in curriculum instruction in the faculties of education for teachers of a language other than French or English. (Group 8, Rec. 6)

3) That the Department of Advanced Education institute a program of accreditation for teachers acceptable to the Ethno-cultural communities in order to permit them to teach languages and social studies where there is sufficient demand and that a special consideration be given to those teachers who may lack the formal technical qualifications. (Group 8, Rec. 5)

4) Liberalization of programs in Post-Secondary schools and institutes. There should be more liberal, less-restrictive language programs at the universities. (Group 12, Rec. C)

see also

5) There should be established a university language teacher-training program in which the language of instruction should be other than English or French. (Group 12, Rec. D)

6) Universities should be encouraged and supported by government and outside bodies (Example: Foundations) to establish chairs for the teaching of Ethnic Languages, including Native Languages and Cultures. (Group 12, Rec. E)

II Preservation and Development of Native Languages

1) Increase number of native teachers over period of time. (Group 9, Page 3)

2) Use of native speakers in schools-- and as school aides. (Group 9, Page 3) Dept. of Education

3) Establish a Department of Native Languages in universities. (Group 9, Page 3)

4) Development of teaching materials by Department of Education. (Group 9, Page 3)

5) Adjustment in standard of cirriculum to provide a truer and better image of native peoples. (Group 9, Page 3)

see also

6) Department of Native Languages at the university level that is charged with the responsibility of teaching native languages and providing library material and extension and credit programs on native languages and cultures to the communities of the Province. (Group 9, Rec. 3)

III Ethnic Studies

1) That the University of Alberta Slavics Department be more responsive to the wishes of the community, (I.E. in-depth study of the Ukranian language and literature at the graduate level.) (Group 11, Rec. 15)

IV Curriculum

1) That in the spirit of Multi-culturalism:
   a) A course on "Cultures" of Alberta be made compulsory for all students in teacher training at the universities of Alberta; and

   b) A parallel course be set up by the curriculum department of the Department of Education for Elementary and Secondary students of Alberta. (Group 8, Rec. 7)

V Facilities

1) That the educational institutions such as schools and universities make available to different Ethno-cultural groups the buildings and facilities for their educational and cultural purposes. (Group 8, Rec. 11)

PREMIER'S SPEECH

Thank you Mr. Chairman, Mr. Minister, ladies and gentlemen, delegates. I too feel that the start of this Conference, the feeling expressed by your Chairman - it's not just the weather, it's the great appearance of the Conference, the anticipation and smiles, the aversity, the interesting people I have already met, and many more who I hope in the course of the next few days I will have a chance to meet. I would like to extend to you welcome to this Conference - a welcome in the terms of the importance of an event such as this for our new government. I recognize that I often embark upon an address by saying that the gathering represents a good cross-section of Alberta. I don't think I could ever say it with more conviction than is obviously the case here today. I gather there is some 46 odd groups that are represented here today and many observers as well. I am very pleased that so many of you have taken the time and expressed the interest to come here. I am pleased to see a number of our Ministers and Members who will be participating in the Conference in the next few days. I intend to be lurking around - if you like - in the shadows of this Conference because I want to do some listening. My remarks this morning are intentionally going to be brief. I was asked as I came in, what extensive message did I intend to deliver at the start of the Conference. It was raised in such a way that the questioner was asking it in the hope that it wouldn't be too likely and my response to that was that really I think that it's your Conference. It's a Conference where we as Government are looking for really practical ways in which we can meet, I am sure, the pretty obvious objective of all of us, and that is to assure the growth and development of the cultural heritage of this province. I know that one of the purposes of the Conference is going to be to set some priorities, but also to assure that the delegates become aware of each other's views. And that in itself I think will be a very signficant achievement for the Conference. I note in your Program a number of subjects of discussion and I don't mean to emphasize priorities by noting some that are referred to on page 2 and 3 - the impact of foreign cultural influences in Canada, the freedom to express artistic and social diversity within the overall Canadian framework, appreciation of ethnic cultures in the school curriculum. There's one in here that I would be interested in that I think would be helpful and I hope, Mr. Minister, that you will give me a conclusion to it - the elimination of the terminology -"ethnic", and the concept of that terminology. I note under Governments and Institutions the roles of public institutions such as the museum and archives, the art galleries and the libraries in cultural development and preservation of our cultural heritage. I note under Human Rights and Values, Human Rights Legislation and I'd like to say a word about that. I note the role of the media in developing and improving our cultural and social climate. I note all of these as subjects for discussion

By mentioning a few of them I do not intend to exclude others that you may have by way of particular interest. It is hard for us in 9 months in office to look back too extensively, it's a short period of time. The Minister of Culture - I've got to stop and tell a story. Can't resist when I start to do that. There's so many you can tell about Horst. But there's this pretty girl that shows classes around (school classes), in the Legislative Building and as you know, it's the Minister of Culture, Youth and Recreation and he walks pretty rapidly, and the girl who is the guide in the Legislative Assembly was chasing after him down the stairs one day and said - Mr. Schmid, I'm chasing you - and he wheeled around quickly and he said - What do you want - Youth, Culture or Recreation. I phoned his wife once on a Saturday night and I said - Arlene, I'd like to get in touch with Horst, do you know where he is? She said - I'm not sure if he is between the second or third event. But that's the sort of energetic Minister that he is. And I think as you know, that the way in which we have established our Cabinet and our forces within the legislature, is a reflection of our views about the diversity of Alberta and all of you know Horst's background and his particular unique circumstance of being the first Canadian who has come to this land since the last War and is a member of a Provincial Cabinet. But perhaps you are not as familiar with the fact that the Speaker of the Legislative Assembly of Alberta - Mr. Gerald Amerongon, is a man who is capable in many languages and one of the highlights of the Legislative Assembly for me and hence, I am sure for you because of the nature of this Conference, was towards the end, and Bill Diachuk remembers this very well - towards the end of the session, we had a group from Romania who came in and sat in the Speaker's Gallery and were very imposing and sat there - and the introduction of guests came and then Mr. Amerongen stood to introduce them and to the amazement of many of us, proceeded to introduce them entirely in their own language and pointed out to them in the course of it, of course, that the Minister of Environment - Mr. Bill Yurko - was also of Romanian descent. But it was the effectiveness of Jerry Amerongen standing up as Speaker in the Alberta Legislative Assembly and being able to do that, that I am sure more than probably any of the words I can express, shows our feelings about cultural heritage in this province. I also think too that in so many ways the Deputy Speaker, Bill Diachuk, has reflected our feelings on that - I know on many occasions with regard to appointments and selections in Government; Bill has expressed some important views to me. That's one thing I would like to say to you very specifically this morning, don't in any way be reluctant about making suggestions, either to me directly, to the Ministers or the Members of our Government, with regard to

appointments that you think would help to reflect the wonderful cultural diversity of this Province. I have noticed a number of briefs that I have had an opportunity to read through before coming to this Conference today. A number of them have pointed this out. Now we won't fully satisfy all of the views that have been expressed, but we're conscious of it, conscious of it in the way that you have expressed it to show that the appointments that we make as a Government over a period of years, does in fact reflect the cultural diversity of this Province. We will be, as I say, observing and listening during the course of this Conference, the climate of your deliberations are certainly important - we're looking too for specifics.

But now, having said all the kind words, I have to stop. And say that in Government we believe every year it becomes more so, the problems of priorities. I suggest to you that it is easy, too easy and perhaps too simple, and I hope you won't feel offended by my saying so, to conclude that the answer to any particular problem is to have the government spend money. It simply isn't the easy answer because we have our priorities, we have our responsibilities to be met. We can do a certain number of things. There's no way we can meet all of the requirements that involve expenditures of money that have been presented in briefs and will be discussed by way of resolutions. For that reason I urge you in the course of your discussions to consider not simply the easy ones that say - Let's do this which involves the larger expenditure of funds. Frankly, I don't think that cultural heritage is related to the expenditure of dollars entirely, I recognize some important areas where it only can be done that way. But I do want to raise that particular caveat. Some people have been critical, for example, in our first budget, as to the emphasis that was given to this Department and I say all right - where would you have us cut -- in Senior Citizens, in Mental Health, in Handicapped Children, in rural poverty? Those were our areas of priority and so I ask you in the course of your discussions, I challenge you really, to come up with ideas that aren't simply the easy answer of spending more government, I should say - more taxpayer funds. I hope you won't mind the directness of my remarks in that way. I note too that you will be dealing with the matter of Human Rights Legislation. As you know, the Alberta Bill of Rights and the Individual Rights Protection Act is still before the Legislature - will be brought back in the Fall for final third reading and we need your help and your ideas and frankly your support; because this Bill, although certainly very important to me and to our members, is not a bill that we have presented to the people of Alberta because there has been an overriding demand for it. No, back to correspondence that I have received before introducing it was pretty light.

We felt very strongly that the Canadian Bill of Rights which Mr. Diefenbaker introduced and passed through the Federal House, is related entirely to the Canadian Federal jurisdiction and that it leaves, and is in fact one of the main criticisms of the Canadian Bill of Rights in that it did not in any way deal with those very important matters that come within the sphere of Provincial jurisdiction. For that reason we are the only province in Canada that has come forth with a Bill of Rights that's a prime piece of legislation that takes pre= cedence over every other bill, either now or in the future in the statute books of the Legislative Assembly of Alberta. It's not going to be an easy bill for us - our Attorney-General is getting grayer by the day thinking of the problems that are going to be involved with that Bill at a Provincial level and perhaps that explains why other Provincial Governments haven't done it. But I would not like to think that it isn't important to a cultural conference such as this. I hope we'll have your support for it - your suggestions if you think these can be improved or effectively altered. As you know, the second bill, the companion bill is the Individual Rights Protection Act. The Bill of Rights deals with the protection of the individual, in terms of the powers of the state in relationship to assuring that there is no discrimination for a number of factors including religion, country of origin, sex and age and so forth. The Individual Rights Protection Act is an act that deals with discrimination as between individuals and again it's a primacy bill proposed for our government and our legislature. I will particularly be interested in the response of the Conference to that particular Bill among other items. A final word about Conferences, because I'm sure you've all been to many of them. It won't meet all your expectations, you won't win all the arguments, but what I think I'm sure it will do is really communicate to all of us who are involved that in this Province of Alberta there is tremendous strength and diversity. There is tremendous strength in an Canadianism that reflects cultures as extensive and broadly based as we see here today. And for that I am indeed proud to be Government Leader and for that I woule like to wish you the very best in terms of this historic Conference and assure you that our administration will be as responsive as we can to the growth and development of the cultural diversity of the Province of Alberta.

PRELIMINARY REMARKS OF THE HONOURABLE HORST A. SCHMID TO HIS SPEECH MADE AT THE CLOSE OF THE ALBERTA CULTURAL HERITAGE CONFERENCE -- JUNE 18, 1972

Mr. Chairman, Honourable Senators, Honourable Ministers, MLA's, distinguished delegates, and observers:

As you probably know, I have wandered through the workshops and I was impressed; I was touched by the humanity which went through every one of them. I should also like to say that some of the main items I picked up -- and I mention only two of them--will be taken immediately into consideration.

One of them will be a publication -- of which all of you will be informed -- to give every representative group in Alberta a chance to write to one central office . . . a publication that will go out to people that you want it to go to. If others won't do this for us, we will do it ourselves.

My second item is an advisory council. I am sure many of you here have certain ideas about it: how it could be set up, how it could be most representative. It may not be included in the recommendations -- I didn't have time to look for it. If it isn't, don't forget: you are all part of Canada, you are all part of Alberta, so we have very much the right to make a demand in this case. Write your Minister, and if necessary, call me on the telephone, and let me know how you think the advisory council could be set up and could work best to represent all the people of our princess province; and I'll make sure it is brought to the attention of those looking after it. This is one of the things that I would like to see accomplished within the next month or two -- providing, of course, that my cabinet colleagues agree, in which case it would then be part of government policy . . . I am quite sure you will be happy about this recommendation: the only thing now is the question of how best to set this up.

KEYSTONE OF OUR CULTURAL TOMORROW

(Speech Closing the Alberta Cultural Heritage Conference)
Sunday, June 18, 1972

by the Hon. Horst A. Schmid
Minister of Culture, Youth and Recreation

Mr. Chairman, Ladies and Gentlemen:

A week or so ago -- on Tuesday, June 6, 1972, to be exact -- a woman died in Canada. In all probability, you didn't know her. Certainly I didn't know her. There were more than 400 people at her funeral. They didn't know her either -- but they wept openly at her funeral. They wept -- even as you and I might well weep a little -- because, in a strange way, we all knew her.

Her name was Alicia Wiercioch -- Polish. She was 36 years old. She had two children. She died by her own hand, from an overdose of cockroach killer.

She was not eligible to remain in Canada, so the day before she was to be deported back to Poland, she chose the only way left to her to stay here. Buried in a cheap wooden coffin, she belongs forever to Canadian soil.

Now part of our Canadian heritage, Alicia Wiercioch -- unknown to any of us -- left a message for all of us involved in this Cultural Heritage Conference. All we need is the heart... and the good common sense... to understand.

At this point, I wish to thank each of you for your part in this Conference. I know how tiresome it is at times to prepare still another brief -- belabor what must at times seem to be the obvious. So, as a new Minister in a new government that is trying sincerely to deal with the problems and desires of its people; I thank you for that labor, that patience and, finally, the faith that this Conference is worthwhile.

I have read the briefs you submitted in advance. To comment on them at this stage -- after your days of discussion and soul-searching -- would only be repetitious to you and rather pointless on my part. Just be assured, delegates, that I appreciate the labor behind them -- and I thank you for the sincerity in which they were submitted.

Culture -- as you must all be aware by now -- is many things. Language... Music... Art... Dancing... Drama... even economics: lower income citizens have a different culture than the idle rich. Culture is "life and legacy," as Ontario's Provincial Secretary for Social Development, Robert Welsh, told delegates to that province's Heritage Congress earlier this month.

Every people has a characteristic culture of its own; and, ultimately, many cultures -- evolving together -- produce a distinct and new culture.

That is where we stand in Alberta: examining the more than 50 ethno-cultures from which we came... to preserve the best from each... to build an enriched, distinct, Canadian culture of our own.

It is not simply a "nice" gesture on our part. In an age when human needs are crying desperately for priority position, we MUST do it -- for the good of our souls, for our self-fulfillment as individuals, for a

legacy to the Alberta we must leave behind, to our children's and our grandchildren's keeping.

Let us examine the philosophy behind this -- to see if we can find a keystone for Alberta's cultural tomorrow. If we do, it will make our work in the months ahead not only that much easier -- it will make it wonderfully worthwhile.

Life is all a piece -- and culture is simply an exterior expression of our lives, individually and collectively.

What one has been is related to what one becomes. To cast off completely the cultural traditions of the past is a tragic -- a dangerous -- thing. To bind ourselves completely to the past is equally hazardous -- the sure road to disunity and distrust.

The man who tries to disassociate himself from his past is an unknown to himself... and in many ways, he rebels against the unknown. He lacks a sense of belonging -- a sense of continuity with his own people. Yet he who will not recognize that culture is also a changing living thing is likewise at war with himself and with society. He is chained to the past and forever at odds with the present, a source of great unhappiness to himself, a stumbling block to his children and his neighbors.

The keystone to Albert's cultural future is found in one wonderful word: "freedom." Even that is sometimes only dimly understood.

Here, in Alberta, we can reasonably state that we do have many of the freedoms for which our fathers came -- freedom from fear... freedom from want, for example.

But freedom is more than a negative thing. Freedom in our part of the world is no longer equated with excape FROM hunger, poverty, outright oppression. These -- thank God -- we have left behind.

Here, now, we are concerned with freedom FOR something -- in our case, a full cultural life for the self-fulfillment of the person and the enrichment of our whole society. Freedom -- let us repeat it -- is the keystone to Alberta's cultural life policy.

If I may, Mr. Chairman, I should like to elaborate on that for just a few moments.

We know that the laws of science and mathematics are real. We are quite willing to concede --- to take random examples -- that the Arabs gave us our present system of numbers (better, we feel, than Roman numerals). Greece gave us our concept of democracy. The U.S. introduced the world to the tremendous power of technology and mass production.

Let us stop right there. How many countries, over how many centuries, contributed to the great American technological advance? They are limitless. The Egyptians, long gone, who invented the wheel and axle... the Renaissance scholars who spread learning... the Germans who propagated printing and, hence, the swift accumulation and distribution of knowledge... the English with their inventions of the Industrial Revolution... I could spend the entire evening simply illustrating the contribution of all peoples to the scientific and technological riches that world society takes for granted today.

But it is only now -- perhaps because we have finally solved the age-old problem of production -- that it has dawned on us that, as scientific laws are real, so social laws are equally real - and society, down to its smallest unit, is starving for their recognition and application in the lives of all.

Our cultural heritage is real. As indicated earlier, it is the sum and substance of our social expression -- reaching into the distant past... influencing our lives today... pre-shaping the lives of your children of tomorrow.

It is not just a game with words -- not just a new game at which politicians must play.

Considering the state of the world today -- where lack of meaning in life leads even teen-agers, young and vibrant with the fibre of living, to jump off the High Level Bridge -- I am sure each of you will believe that knowledge of our social laws -- and recognition of the central role that culture plays in them -- is the most important business in which we can be engaged today.

We can begin by asking ourselves from whence we came. Maybe you have done this already -- in some measure -- around your own fireside. But beware of seeing only what you want to see -- of looking into the past with a romantic and unrealistic eye. Look back honestly -- see what you must see -- see who your forebears were -- see what brought them here.

For all that, do not be afraid to look back. Were your forefathers the native Indians -- "the people of the plains"? Did they come from a white-washed cottage in Bessarabia? Or from a little village on the Rhine? Were they Irishmen who sang in the turf-bogs to keep alive and fresh their own illustrious history? Were they the French who sailed on wooden ships -- so low they could touch the water's foam -- to find freedom in a new land? Were they Chinese? People from the Philippines?

If you understand what I am asking you, you will also understand what I am saying to you... that if we cannot look back on our heritage with pride, we cannot find much meaning in our present or our future. If

you are ashamed of what your fathers were, you may well be afraid of what your children will become.

The next thing to do is ask yourself why they came. This is what we sometimes forget. This is the message Alicia Wiercioch has given us as her last legacy.

What I say to you is that our fathers came here not to find what they were leaving -- another Ukraine, another Germany, another France -- but to build a life -- a common culture -- richer and better... more truly expressed in freedom -- than could ever have been theirs in any other land.

On that never-to-be-forgotten basis, we build. That is why we called this Cultural Heritage Conference into being: to preserve the good things of our cultural past... to enrich our cultural present... to enhance our cultural tomorrow.

In other words, we fulfill the concept -- unspoken though it may have been -- that our pioneers brought with them in their hearts.

As a simple example, we enjoy the art of William Kurelek -- not because he is Ukrainian, and Ukrainian-Canadian rural life is the theme of his paintings -- but because he is a great artist, and his art is distinctly Canadian.

We take pride -- and well we may -- in the masterful playing of Marek Jablonski -- moreso, perhaps, than if his name was Mark Jones.

Is there anyone who does not thrill to the pageantry of our native Indians riding in full regalia at the annual Calgary stampede?

These are illustrations only of the social law I mention: that though the individual finds meaning and self-fulfillment in his own particular

cultural heritage, it can only be truly rewarding to him when it is shared -- offered to, and accepted by -- the rest of our society.

An English writer -- Sir George Parkin -- knew well the value of the cultural tradition.

"Fortunate the state," he said, "which, looking back upon its early builders, finds their characters stamped with the unquestioned hallmark of truth and honour; finds their actions controlled by clear purpose and high principle. As an example and an inspiration the memory of such builders cannot be too carefully preserved or too closely studied."

Well -- you and I, ladies and gentlemen, unworthy though we may feel, are the builders of our cultural tomorrow here in Alberta.

Each one of us has a responsibility. Each must have respect for the rights of others. Each must see in his neighbor the dignity and worth he wants in this life for his own. Each must play his part -- even as we in government will try to play our part: through programs and services wherever feasible, but especially in the world of the arts -- the world all of us share in common, and which so wonderfully enrich us all.

I have faith that we will think beyond the moment... that we will not ask the absurd or the unreal... that we will build well... that, remembering what brought our fathers here and their sacrifices to build the Alberta we share today... we will work in the only way that befits Albertans -- together on that keystone of true freedom -- that we may pass on to our children a finer, richer cultural legacy than even our own fathers dreamed of.